

TRANSFORMATION PLAN

'Success Achieved Together'

Year 2: 2017/2018

2016 – 2019



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary is now in its third 3-year self-reflection cycle, working within the Rutland and District Schools' Federation. This successful federation has been in place for 8 years.

Since first federating, the school has been through significant changes, growth from 4 mixed classes to 7 single year group classes, development from 120 on roll to 210 and oversubscription. This success has been

achieved through working as a community with pupils, parents and staff; acting together to create the best learning environment for all.



The building has been updated significantly and continues to be improved upon with children for example able access to computers in each class room. The outside area has been transformed with outdoor gym equipment, woodland area, woodland walkway and a growing garden. These high expectations for resources and provision are reflected by the high expectations set for the pupils; for learning and behaviour.

The foundation subjects in the humanities and arts are taught through topics, following our 3I Curriculum: Innovative, Individual and Inspiring. With the introduction of the new national curriculum we introduced a new approach to maths teaching last academic year. This focuses on building fluency, reasoning and problem solving skills, this approach led to a dramatic improvement in our attainment at KS2 – rising from 53% to 73% of students meeting the expected standard in maths, which is well above the national average. This work will now be further embedded during this academic year in order to further improve the progress our pupils make in maths.

Outcomes across all year groups, GLD, Year 1 and Year 2 Phonic Screening Check, KS1 SATs and KS2 SATs have shown year on year improvement, with all outcomes above or in line with national averages for 2017. This reflects the hard work and dedication of the School staff team and the good relationships with pupils and parents.

The extracurricular opportunities at Catmose Primary are wide ranging with trips and visits linked to learning offered each term, choir, orchestra, and group and individual music lessons offered as an example. The school has an extended day in which extracurricular opportunities can be offered to all pupils. The extended school day has enabled all pupils to take part in a wide range of activities.



We have used our sports premium money to employ a sports coach who encourages children to be active each playtime and lunchtime. The sports coach also prepares teams for interschool and county sporting events and the school recently received an award for participation. The Schools girls' table tennis team took first place in their first year of tournaments. This success was followed by the KS2 and KS1 Gymnastic teams who competed exceptionally well at both school to school and county level. The KS1 gym team took first place in the county competition.

We have also celebrated tag rugby, tri-golf, netball and hockey successes during the sporting calendar. We further utilise the sports premium funding to invite coaches into school to offer sports such as karate

and hip-hop, offering children the opportunity to try new sports. Every year group undertakes 10 weeks of swimming each year, ensuring that all children leave school be able to swim at least 10 metres independently. This is a life skill, which is important to the School and parents.

Catmose Preschool has joined the Primary team with a new build on site; this enables Reception class and Preschool to work as an EYFS team sharing resources and staff expertise. This has enabled a very smooth transition for children when joining Catmose Primary. This has been reflected by the year on year increase in GLD attainment by the end of the Reception year.

Pupils continue to make a very smooth transition to Catmose College through the support in place for all Year 6 pupils. College facilities such as those in sport and technology are used on a regular basis with College staff leading bespoke sessions, enabling pupils to feel confident about their move. The Year 6 children took part in a residential trip to London, in which they further developed their independence and resilience. They enjoyed the sightseeing, especially during the visit to HMS Belfast and were impeccably behaved throughout the visit.

Our pupils are recognised in the community as polite and courteous active citizens, taking part in many local activities. Whether it be our school choir and orchestra or one of our successful sporting teams; the children represent their school well and with excellent citizenship skills.



We are not complacent, however, and our ultimate goal is to secure an Outstanding provision that is recognised locally and nationally as the best possible provision for primary education. This plan is a critical part of our development process which will help us to achieve this objective.

A summary of the key focuses for this year are:

- Maintain and continue to improve upon the good outcomes for all pupils at GLD, Year 1 and Year 2 Phonics Screening Check, KS1 SATs and KS2 SATs.
- Continue to embed the White Rose Maths Hub approach within mathematics across the whole school focusing upon improving further the progress they make from year 2.
- To provide challenge for the more able within Mathematics.
- Maintain and continue to improve the percentage of Good and Outstanding teaching within the school.
- Prep supports learning within school for all pupils offering appropriate challenge to support their learning in lessons.
- Attendance continues to be a strength for the school, for all pupils including SEN and PP pupils.
- The extended school day and trips and visits continue to give students opportunities they will remember for the rest of their lives whilst developing their team work, leadership and resilience.
- Independence and roles of responsibility continue to be strength, particular for Upper KS2 pupils, enabling them to be ready for their move to Catmose College.
- Literacy and Mathematics skills continue to be integrated within the 31 curriculum, offering pupils the opportunity to practice core skills across the curriculum.
- The EYFS unit (Reception and Preschool) continues to provide excellent EYFS provision for all pupils, working together throughout the school week.



A handwritten signature in black ink that reads 'Kelly Jackson'.

Kelly Jackson

Head of School

Ethos

The School exists to ensure that its pupils are happy and successful. We are a friendly child-centred environment where the partnership with families is essential for ensuring that all make outstanding progress. All pupils leave us ready for secondary school having followed a curriculum that is **Individual**, **Innovative** and **Inspiring**.

We will do this by:

Encouraging mutual respect, civility and tolerance in and around the school through our principle of equal value, whereby staff lead by example in the way we dress, eat, queue and work with pupils, exhibiting exemplary conduct at all times.

Setting high expectations for staff and pupils around attendance and the quality of their work.

Expecting all staff and pupils to have an active involvement in the wider life of the school community through a broad range of activities outside of the classroom, including clubs, sports, trips and visits.

Offering wrap around care for our pupils from 7.50am to 5.30pm each day.

Strategic Targets

The School has identified the following as targets over the next three years:

- Catmose Primary is the primary school of choice for Oakham, as measured by the school being over-subscribed for September 2015-2017.
- An embedded whole-school curriculum that is Individual, Inspiring and Innovative and ensures that children are secondary ready.
- >90% of lessons are rated Good, or better during the Annual School Review.
- >90% of students enjoy their lessons.
- Pupil's attendance is 97% or higher.
- The attainment of pupils is at least national average (KS2 EXS RWM 65%+)
- The progress students make is in line with national for all Key Stages.
- Ofsted in their next inspection rate the School as Good or better.

SUMMARY POSITION

Strengths of the School

- Behaviour – in class and at playtimes.
- Safeguarding - how every staff member is involved, referrals made, forest school learning mentor work, cyber safety.
- Leadership across the school – phase leads, Governors, Multi Academy Trust (MAT), Senior Leadership Team (SLT).
- Outcomes – every measure has improved across the school.
- Wider Life – Elective activities each afternoon, Breakfast and After School Club – free for free school meals children, Attendance very high 97%+ for all pupils.

Raise Data Dashboard Actions

Strengths in 2016

- EXS Phonics – above in Year One and Year Two 2017
- GLD above national – improved to 74% 2017
- Attendance – 97% 2017

Weaknesses in 2016

- KS1 maths, not enough GDS and EXS KS1 score for GLD score3 pupils - 2017 all GLD3 Maths gained EXS or GDS. 100% gained EXS, 66% gained GDS.
- Fewer than 80% all pupils and PP gained phonic screening check in Year 2 – Year 2 phonic screening check now 93%, above national 91% and PP child in Year 2 scored from 18-29 within one year of intervention. This pupil is now taught in a small group for literacy (Elm Class) to further support progress.
- Persistent absence was high for the group SEN support – this was one child who had CP support and is now attending school / making catch up progress (same child as phonic child above) attendance for 2017 is now above 90%.

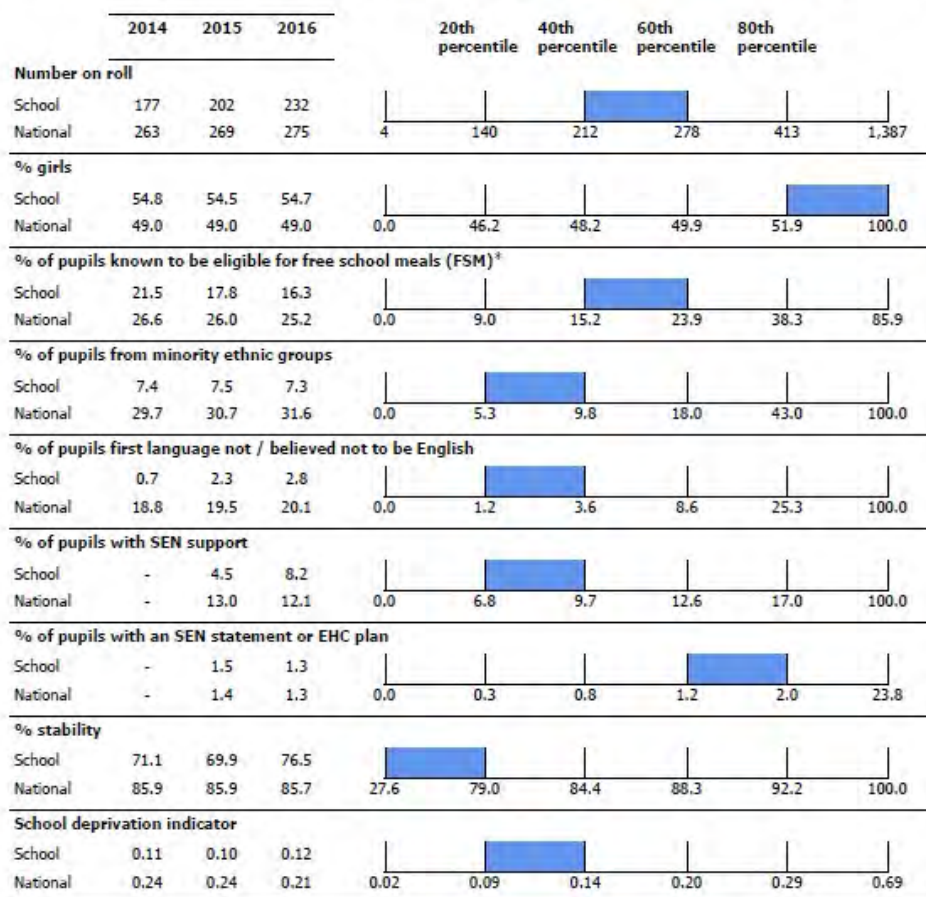
School Context

Information from RAISE online 2016.

Catmose Primary (URN: 138113 DfE No. 8572313)

Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Catmose Primary is a slightly below average sized school (including Preschool) with an improving number on roll, catering for students of a broad ability. The School takes an intake which is of a broad social mix from Oakham and the surrounding Villages.

It is important to note the % stability which is lower than national and reflects the growing number on roll as the school has become the school of choice in the area.

EVALUATION SUMMARY

OVERALL EFFECTIVENESS	Ofsted Inspection Judgement	2 (Sept 2017)
	School leadership Judgement	2 (Sept 2017)

Leadership and management	Outstanding	1
Behaviour and safety	Outstanding	1
Quality of teaching, learning and assessment	Good	2
Outcomes	Good	2
EYFS	Outstanding	1

Summary of Key Findings

Outcomes reflect the inclusive approach to teaching and learning within the school, ensuring that all pupils make good progress. Testing in: Early Years, year one reading, year 2 and year 6 are all above national averages and reflect the high quality provision within the school.

Key:

EYFS Early Years Foundation Stage (Reception and Preschool)

GLD Good Level of Development

KS1 Key Stage One (Years 1&2)

KS2 Key Stage Two (Years 3, 4, 5 & 6)

EXS Expected Level for age group

GDS Greater Depth for age group – higher level attained

SATs Standardised Assessment Tests

Information about this evaluation

In the last academic year 32 lessons were observed by senior leaders. Each teacher was observed teaching at least twice. 88% of lessons observed were good or better. In this academic year all staff were observed in term 1 and 100% of lessons were good or better.

Meetings were held with school council, parent forums, staff and the teaching assistants. Pupils were observed informally by the senior leadership team on a weekly basis through learning walks.

Account was taken of the views of staff, pupils and parents through surveys.

A range of documents were scrutinised including teachers planning, key assessments, records of attendance and behaviour.

The school was inspected by Ofsted in September 2017 and continues to be a good school, the findings of the inspector are reflected in this document.

SENIOR TEAM

Stuart Williams	Executive Principal
Kelly Jackson	Head of School
Rachael Coyne	Deputy Head of School
Becca Hall	SENCo

GOVERNANCE AND INDEPENDENT SCRUTINY

Sarah Bysouth	Consultant	Independent validation
Elisia Lee	Consultant	EYFS Independent validation
Dawn Larkin	Consultant	EYFS Independent validation
Samantha Hearth	Chair of Governors, Catmose Primary.	

Contextual Information

Catmose converted to an academy in November 2011. It is part of the Rutland and District Schools' Federation, a multi-academy trust that includes a primary, secondary, sixth form and early years' preschool provision.

We are a smaller than average primary school (210 plus a preschool vs 275, Raise online 2016). The large majority of pupils are White British and speak English as their first language compared to the national average (English as an additional language 2.8 vs 20.1, Raise online 2016).

The proportion of pupils with at school action plus or with a statement is in line with the national average (1.3 vs 1.3, Raise online 2016).

The proportion of pupils eligible for the pupil premium is lower than the national average (16.3 vs 25.2, Raise online 2016).

What are the priorities for further improvement?

1. Improve further the progress pupils make in maths from year two to year six.
2. To continue to strive for all teaching to be outstanding by:
 - Ensuring that staff who are new to the school are supported so that they build on previous years' successes and quickly become effective members of the Catmose family.
 - Use our monitoring information to improve all teaching across the school to match the best.

OVERALL EFFECTIVENESS

Pupils' achievement is good. Testing in: Early Years, year one and year two reading, year 2 and year 6 are all above national averages and reflect the high quality provision within the school.

Teaching is good or better because teachers have high expectations. They plan activities which precisely meet the needs of all pupils.

Marking provides very clear guidance so that pupils understand what they need to do to improve. This is carried out immediately within lessons so that pupils are able to quickly improve their work and any misconceptions are tackled quickly.

Teaching assistants provide effective support in lessons for whole classes, small target groups and individual pupils. This helps pupils to succeed in their learning. Observations of teaching assistants showed 100% good or better provision, helping children to overcome barriers to learning so that they were ready for the next day's session, ensuring good progress for all.

Pupils' behaviour is outstanding, both in lessons and when moving around the school. All members of the school community respect each other and take part in leadership roles such as house head boy and girl, librarians, road safety officers. Pupils feel safe in the school as reflected in the pupils and parental surveys. They play and work together co-operatively, meaning that playtimes provide opportunities to play and develop their social skills through activities such as sports, table games and fitness.

Pupils' spiritual, moral, social and cultural development is excellent, these aspects are developed through the curriculum and visits such as those to the mosque and gurdwara.

British values and character building is evident through a range of experiences on offer for pupils, for example, the residential trips to Hill top and London.

Disadvantaged pupils make good progress from their starting points. The school uses its extra funding through the employment of an extra teacher and a teaching assistant in every class to support them well. Staff check children's progress carefully and plan targeted interventions to support learning.

The Executive Principal and Head of School are determined that the pupils in the school have excellent teaching and are well supported by the wider senior leadership team. Over time, any inadequate or requires improvement teaching has been eliminated and as a result the pupils achieve well.

Parents speak highly of the school. They are confident that their children are taught well and cared for. The school routinely involves parents in the education of their children.

Governors, in particular the Chair, have a good understanding of the school and of their role. The use of the scrutiny panel to probe particular issues has been effective in checking and driving improvement, for example the creation of the safeguarding anonymised data to allow Governors to track the amount of referrals made was a suggestion during a scrutiny panel. As a result, they are able to challenge the school about its performance.

Children in the Preschool and Reception classes make good progress. They settle well and develop the skills they need for Year one as a result of close integration between the Preschool and reception.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Key issues to be addressed:

- Teaching continues to be of a high standard with successful Newly Qualified Teacher (NQT) and Schools Direct training.
- Progress and attainment for all Pupil Premium (PP) / Special Educational Needs (SEN) / More Able (MA) pupils tracked across the school to ensure that gaps are closing and that attainment is in line with national.
- Moderation of all core subjects is undertaken on a regular basis to ensure assessment processes are robust.
- Literacy and Mathematics skills are embedded across the 31 curriculum (foundation subjects)

Summary

- In the last 12 months, as a result of effective leadership and management there have been improvements in the outcomes pupils achieve across the whole school. Attendance continues to be above 97%. This is due to a continued focus on pupil and parental 'buy in' into the school ethos and life.

Pupils overwhelmingly expressed their enjoyment of their learning, especially the trips, events and club activities, including residential visits. Their eagerness to be in school is evident in their consistently higher than average attendance. OfSted Report 2017.

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. The senior team have identified in this year's Transformation Plan the need to sustain the improvements made within the school by ensuring these relationships continue with new staffing. Both the Pupil and Parent surveys reflect this with 100% of pupil responding that all staff want them to do and achieve their best. 94% of parents responded that would recommend the school to another parent. 100% of staff responded that they strongly agree or agree with the statement 'my team and fellow employees are committed to doing quality work'. In the parent survey a parent responded that 'Encouraging children to reach their potential, incentive approach appropriate to the age of the children. The teachers are approachable, compassionate and have a genuine pupil/teacher relationships with the children.' (Parent, Staff and Pupil Surveys 2017)

As head of school, you have a deep sense of care for your community, which you successfully combine with a developed understanding of effective teaching and learning. You have established a team ethos that motivates all staff to do their best for all pupils. The tangible care and commitment across your school team are highly valued by pupils and parents. OfSted Report 2017.

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures good outcomes for pupils. A governor scrutiny panel meets 6 times a year to discuss key focuses within the school, for example, around safeguarding and pupil progress. Governors are proactive

in understanding fully the implications of current achievement data, as an example, following some update training on analysing pupil performance, the Chair of Primary Governors and 2 Primary Governors met with the Head of School to discuss further the current outcomes for pupils at the school.

Governors are well informed and are using this information to work closely with school leaders to monitor performance and challenge the school to improve pupils' outcomes. OfSted Report 2017.

- The resources committee of the Federation trust meets 6 times a year to discuss Resources (Finance and Human Resources), 3 times a year as a Trust and 6 times a year as a Primary Governing Body. Within these meetings strategic decisions are made and discussed, current achievement data is looked at and a report on the schools current position is made by the Head of School. Data targets are set within the Executive Principal and Head of Schools Performance Targets which the Governing Body receive regular update upon. (Governing Body Minutes 2017, Performance Management Cycle 2016 2017)

Close partnership with the executive principal, as well as the services of the academy trust, provide an effective base and network of support for the school. OfSted Report 2017.

- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. The school's Transformation Plan is drawn up using information from Staff, Parent and Pupil surveys, school reviews, data analysis, and governor feedback in meetings. This wealth of information ensures that all stakeholders views and opinions have been used to inform the school's next steps (Parent, Pupil and staff Surveys 2017, Governing Body Minutes 2017, Scorecard Data each year group, Teaching and Learning Scorecard, Behaviour and Wellbeing Scorecard)

Leaders have a consistent drive to continually improve teaching, which is a continual focus in response to the previous inspection. Leaders have maintained and further developed a high level of expectation and consistency, while the school has expanded considerably since the last inspection. OfSted Report 2017.

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. The school offers a Creative Curriculum with a focus on Literacy, Phonics / spelling and grammar and Mathematics. 94% of parents responded that their child was well prepared for their next steps in their learning career. Over 92% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects) 100% of pupils like their PE sessions, reflecting the use of the Sports Premium to support PE in School. (Parent and Pupil Survey 2017)

(Leaders) have ensured that effective training for all staff is linked to whole-school developments. This has enabled the school to respond well to changing national demands and secured improved attainment across the school to match or exceed national averages. OfSted Report 2017.

- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Staff, Parent and Pupil surveys reflect that the school does not tolerate bullying in any instance and promotes equality for all children. (Parent, Staff and Pupil Survey 2017)

There is an atmosphere of mutual respect and harmony across all aspects of the school. Pupils are courteous and polite towards each other, adults and visitors. Pupils are courteous and polite towards each other, adults and visitors. Ofsted Report 2017.

- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. 98% of parents responded that their children are safe at the school. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. The school has a robust safeguarding process in which all members of staff are a part of. Annual training for all staff takes place, which includes current high priorities such as female genital mutilation and the prevent strategy. Two members of the senior team are safeguarding officers with the higher level training and all who are involved in the appointment of new staff have passed the safer recruitment training. The parent and pupil surveys reflect this whole school community approach to keeping children safe with 95% of children stating that they feel safe at School and 96% of children stating that they know where to get help if they needed it. In the parental survey, 91% of parent reported that bullying is dealt with effectively, 97% reported that the school ensures that all children are well behaved and 93% believe that the school is well led by the SLT and that their child is looked after (Parent, Staff and Pupil Survey 2017)

Safeguarding and the welfare of pupils are central to the ethos at Catmose Primary. All parents who responded to the Ofsted online survey agreed that their children were well cared for in school. Pupils overwhelmingly say that they feel safe. Pupils understand how to keep themselves safe. Pupils told me (the inspector) that bullying was extremely rare and that adults listen to them and act quickly to sort out any problems. Ofsted Report 2017.

Improvement Plan for Leadership and Management

	Tem 1	Term 2	Term 3	Term 4	Term 5	Term 6
QA of new staff and new year groups, through Performance Reviews, Probation.	Learning walks Weekly focus shared in Staff Meeting (KJ/ RC)					→
NQT induction and training is successful.	Planning, APP file reviews (KJ/ RC)					→
Schools Direct induction and training is successful.	Termly NQT and SD observations.		TA Observations	Teacher Observations		
Best 2 lesson observation by Term 6 90% are Good or better. 40% are Outstanding.	School Review Day.					
The school continues to be oversubscribed.						
Quality Assurance	Pupil progress meetings (KJ/ RH)					→
Progress and attainment for all PP / SEN / MA pupils is tracked across the school to ensure that	Scrutiny Panel with CP Govs	Scrutiny Panel with CP Govs	Scrutiny Panel with CP Govs	Scrutiny Panel with	Scrutiny Panel with	Scrutiny Panel with CP Govs

<p>gaps are closing and that attainment is in line with national.</p> <p>Moderation of all core subjects is undertaken on a regular basis to ensure assessment processes are robust.</p>	<p>Intervention mapping set up for all children with pupil premium children identified (Teams/RH)</p> <p>Annual Reviews, IEPs, PSPs for SEN children (RH)</p>	<p>Discussions with class teachers and further groups of children identified (RH)</p>	<p>Annual Reviews, IEPs, PSPs for SEN children (RH)</p> <p>Analysis of data and groups of children identified (RH)</p>	<p>CP Govs</p> <p>Discussions with class teachers and groups of children identified (RH)</p>	<p>CP Govs</p> <p>Annual Reviews, IEPs, PSPs for SEN children (RH)</p> <p>Analysis of data and groups of children identified (RH)</p>	<p>Discussions with class teachers and groups of children identified (KJ/RH/Teams)</p>
<p>Curriculum</p> <p>Literacy and Mathematics skills are embedded within the 3I Curriculum.</p>	<p>Review of the 3I Curriculum (RC)</p> <p>Introduction of new topics and 'celebration learning days' (RC)</p>	<p>Literacy and Mathematics skills within the foundation subject CPD for staff (RC)</p> <p>Sample lessons (RC)</p>	<p>LW 3I curriculum (RC)</p>	<p>Pupil Voice and work scrutiny (RC)</p> <p>Sample lessons (RC)</p>	<p>LW 3I curriculum (RC)</p>	<p>Team QA of 3I learning (RC)</p>

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key issues to be addressed:

- Increase the proportion of Outstanding teaching across the team.
- Increase the opportunities for challenge for all pupils; mastery of Maths to reach greater depth of understanding.
- Prep continues to challenge and prepare pupils for their learning in school. Prep is judged as Good, or better.

Summary

The leadership team and governors have ensured, thorough appropriate training and well-understood policies, that staff across the school are consistent in their approaches. Pupils across the school respond well to the calm and purposeful learning environment this provides. OfSted Report 2017.

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. Areas for development are identified by the SLT, for example Mathematics, with clear support in place resulting in improvement in outcomes, KS2 SATs expected (EXS) results in Mathematics was 53% 2016 and rose to 73% in 2017. They identify pupils' common misconceptions and act to ensure they are corrected. Throughout the academic year a performance review cycle is undertaken. 32 lessons were observed by senior leaders. Each teacher was observed teaching at least twice and all TAs at least once. 88% of lessons observed were good or better, with 100% of lessons good or better in terms 5&6. (Scorecards per year group, Review Day including the Early Year Foundation Stage (EYFS), Performance Review Cycle 2017)
- Teachers plan lessons very effectively and manage pupils' behaviour highly effectively with clear rules that are consistently enforced. In 92% lesson observed the behaviour of pupils was Good or better and by Term 5&6 this was 100% Good or better. (Scorecards per year group, Review Day including the EYFS, Performance Review Cycle 2017)
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. They provide pupils with incisive feedback and pupils use this feedback effectively. In lessons observed as Outstanding, this was highlight effective. (Scorecards per year group, Review Day including the EYFS, Performance Review Cycle 2017)
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. In Year 6 and Year 2 all outcomes at age expected in Reading are above national. The Year 1 and Year 2 Phonic Screening Check shows year on year improvement, reaching 90% and 93% pass rate respectively. (Review Day Reading LW, Phonics Screen Data 2017, Scorecard Data 2017)

- Teachers are determined that pupils achieve well. They have consistently high expectations of all pupils' attitudes to learning. Both the Pupil and Staff surveys reflect this with 100% of pupil responding that all staff want them to do and achieve their best. 100% of staff responded that they had spoken to someone about their own professional progress. In the parent survey a parent responded that 'All the staff are very hard working caring and enthusiastic and ready to help with any problems'. (Parent, Staff and Pupil Surveys 2017)
- Pupils love the challenge of learning and are resilient to failure. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. In the pupil survey 97% of pupils responded that they had taken part in school swimming lessons and saw it as important. 97% of pupils had been on a trip and felt it had added to their learning. (Pupil Survey 2017)
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected through 3 face to face parents evenings in Terms 1, 3 and 5. They also receive a data report tracking their child's progress against end of year targets and the class average every 8 weeks. A final reports with written commentary and targets for the next year is also provided to parents.
- Parents are given guidance about how to support their child to improve. Responses in the Parent Survey show that 87% of parents feel well informed about their child's progress in school. (Parent Survey 2017)

Improvement Plan for Teaching, Learning and Assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Teaching</p> <p>Best 2 lesson observations by Term 6</p> <p>90% of lessons observed are good or better.</p> <p>40% of lessons observed are outstanding or better.</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p> <p>Outstanding teaching: what does it look like? CPD (SPW)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>
<p>Mathematics</p> <p>Mathematics Progress:</p> <p>All pupils make =></p>	<p>Planning folder reviews show White Rose Maths hub approach for all year groups (termly) (KJ/RC)</p>	<p>Peer observations in phase teams – looking for challenge (Teams)</p>	<p>School to school moderation and book scrutiny (KJ/RC)</p>	<p>Peer observations in phase teams – challenge focus (Teams)</p>	<p>School to school moderation and book scrutiny (KJ/RC)</p>	<p>Peer observations in phase teams (Teams)</p> <p>Challenge / GDS</p>

<p>progress from their year starting points. (On entry – GLD, GLD-KS1, KS1-KS2)</p> <p>QA shows that the White Rose Maths Hub approach is followed in all classes using the Fluency, Reasoning and Problem Solving within a context to ensure mastery. GDS at KS1 and KS2 is => national.</p>	<p>Learning walks, pupils voice, book scrutiny show approach in place and progress (KJ/RC)</p>	<p>Challenge / GDS pupils identified – focus group sessions (Teams)</p>		<p>Challenge / GDS pupils identified – focus group sessions (Teams)</p>		<p>pupils identified – focus group sessions (Teams)</p>
<p>Show My Homework</p> <p>QA judges Prep as Good or better.</p> <p>=>80% in agreement that is challenges pupils and prepares them for learning in school.</p>	<p>New staff training (KJ/GS)</p> <p>Log ins for staff and pupils (KJ/GS)</p> <p>Termly log in checks and follow up (KJ/RC)</p>	<p>Pupil voice group (KJ/RC)</p>		<p>Pupil voice group (KJ/RC)</p>	<p>Parent Survey (KJ/RC)</p> <p>Pupil Survey (KJ/RC)</p> <p>Staff Survey (KJ/RC)</p>	

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Key issues to be addressed:

- The extended school day, and trips and visits continue to provide a wide range of opportunities for all pupils. This is recorded on the Pupil Page on the school website to share opportunities with the community.
- Independence and roles of responsibility continue to be a strength, particularly for Upper KS2 pupils. House point allocation and sleuth incidents support this as positive.
- Attendance continues to be a strength for the school for all pupils, including SEN and PP pupils.

Summary

Teachers and pupils have positive relationships, and pupils willingly follow their teachers' instructions in lessons. Classrooms are attractive, and displays celebrate pupils' work, and provide them with helpful prompts and examples of how to make their work better. Pupils say that they enjoy learning because teachers make work fun and support them to do their best. OfSted Report 2017.

- Pupils are confident, self-assured learners. They are proud of their achievements and of their school. They are prepared for the next stage of their education, employment, self-employment or training. When asked if 'the School makes sure that my child is well prepared for the future (for example, changing year group or changing school)' 94% responded positively. 96% of pupils also responded that they are proud to be a part of the Catmose Federation Family (Pupil and Parent Survey 2017)
- Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97%. (Attendance Data 2017)
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. This is true in class and at break times. The work of the sports coach and duty staff are providing high quality activities which help promote team work and character building during these more informal times. Forest school sessions also enable pupils to be build resilience. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. In all sessions observed behaviour was seen as Good or better by Terms 5&6 (Review Day 2017, Performance Review Cycle 2017)
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey 95% of pupils feel safe at school and 96% of pupils stated that they knew where to get help if they needed it. 91% of parents stated that bullying was dealt with effectively by the school (Pupil Survey 2017, Parent Survey 2017)
- The school day has been extended for all pupils to provide a range of opportunities for pupils within an elective programme. This ensures that all children have the opportunity to develop skill sets within a range of activities and encourages 'buy in' to the school ethos.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. In the parental survey 98% of parents reported that their child feels safe in school and 90% of parents responded that any concerns raised are dealt with. (Pupil and Parent Survey 2017) The school works closely with

the Local Authority and other agencies to ensure that all concerns are followed up for children. This includes attendance, safeguarding and SEN concerns which has helped improved the life chances for a number of vulnerable children.

- Pupils can explain accurately and confidently how to keep themselves healthy. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. When asked 'I can tell you about healthy eating and make healthy choices at school e.g. 5 fruit/vegetables a day and drinking plenty of water' 95% of pupils agreed that they could. All children take part in age appropriate PSHE sessions, supported by the Forest School programme. The children support a variety of charities throughout the school year and responded positively in the pupil survey that they understood the importance of such work, 92% agreed (Pupil Survey 2017)

Improvement Plan for Personal development, behaviour and welfare

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Active Citizens</p> <p>All classes have at least one trip, visit or visitor per term linked to current learning.</p> <p>Sleuth continue to track behaviour. All staff log incidents when required and follow up actions.</p> <p>House points are awarded each term by all staff (at least 30 per team)</p> <p>The extended School day continues to be utilised to provide Club and Key Stage sports opportunities.</p>	<p>Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree 3I topics and plan a trip, visit or visitor for each term (Teams)</p> <p>Sleuth and House point Training for all staff (KJ/GS)</p> <p>Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree on sporting afternoon and club focuses (Teams)</p>	<p>Pupil Voice LW (KJ/RC)</p> <p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Pupil Voice LW (KJ/RC)</p> <p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Pupil Survey (KJ)</p> <p>Parent Survey (KJ)</p> <p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>

<p>Attendance</p> <p>97%> attendance for whole school.</p> <p>96%> attendance for SEN and 95%> for PP.</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p> <p>Attendance assembly rewards (KJ/RC)</p>					<p>→</p> <p>→</p>
<p>Safeguarding</p> <p>Ensuring children are kept safe and support for their welfare is effective. Parents and Pupils respond that their children feel safe in School.</p>	<p>New appointment sheet (KJ)</p> <p>Perimeter Risk Assessment review (KJ/RC)</p> <p>Staff Safeguarding training (KJ)</p> <p>Handover to DHoS Safeguarding – DSL training (KJ/RC)</p> <p>Prevent update training (KJ)</p>	<p>Risk Assessment review (Teams)</p> <p>Governors Visit (KJ/SK)</p> <p>Scrutiny panel (KJ/RC)</p> <p>Handover to SENCo (RH/KJ)</p>	<p>New staff safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p> <p>Perimeter Risk Assessment review (KJ/RC)</p>	<p>New staff safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p>

OUTCOMES FOR PUPILS

Key issues to be addressed:

- Increase the progress pupils make in maths between year 2 and year 6, particularly the most able.
- Continue to focus on Pupil Premium and SEN children to narrow the gap of attainment further.

Summary

In pupil's books and across classes, pupils are working hard, and securing age-appropriate skills. In some lessons, we saw pupils keen to prove and explain patterns they were discovering. Evidence shared from pupil progress meetings and the monitoring of teaching over time shows that teachers have improved their subject knowledge. This has secured more age-appropriate progression across year groups (from the last inspection). Leaders have ensured that there is a stringent assessment and tracking system in place. This, along with regular monitoring of teaching, provides them with a detailed analysis of the attainment and progress of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities. Leaders regularly review pupils' progress with teachers to ensure that any pupil who is falling behind receives timely support to catch up. OfSted Report 2017.

- Pupils make sustained progress, developing good knowledge and understanding, considering their different starting points and achievement is above or in line with national averages. Year 6 Reading, Writing and Mathematics combined is 67%, above the floor target of 65% and national 61%. Reading, Writing and GAPs at Greater Depth are all above national by the end of Year 6. Year 2 Reading, Writing, Maths and Science age expected (EXS) and greater depth (GDS) are all above national averages. In the phonic screening check, Year One and Year Two results are above national at 90% v 81% and 93% v 91% respectively. At the end of the Reception year, the progress measure (GLD) is above national at 74% v 69%. (Scorecard Data, Review Day 2017)
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. Pupils are able to describe their next steps in learning, with over 85% of children able to describe their next steps in learning in Literacy and Mathematics (Review Day Pupil Voice Groups 2017, Pupil Survey 2017)
- Pupils read across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 and Year 2 achieve highly in the national phonics check. The Year 1 Phonic Screening Check shows year on year improvement, reaching 90% pass rate achievement which is above the national average. (Review Day Reading 2017, Phonics Screen Data 2017)
- Pupils are exceptionally well prepared for the next stage of their education (EYFS to KS1, KS1 to KS2 and KS2 to KS3) and have attained good levels. This view is shared by staff, pupils and parents and was validated in the School Review day. 93% of parents believe that children make good progress from starting points and 98% of children believe they achieve the very best they can. (Review Day 2017, Parent, Pupil and Staff Survey 2017)

Improvement Plan for Outcomes

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR 1 Phonics Check Attainment is at least national ($\geq 82\%$ of pupils achieve pass score)	Phonic packs sent out Y1 (ND) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs sent out Y1 (ND) Parents' meetings re: Getting ready for phonic screening. (ND/RH)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs sent out Y1 (ND)	Testing of Year1,2,3 phonics groups (RH/ND)
YR 2 Phonics Check Attainment is at least national ($\geq 92\%$ of pupils achieve pass score)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM) Parents' meetings re: Getting ready for SATs/ phonic screening. (YW/AM)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM)	Testing of Year1,2,3 phonics groups (AW/KJ)
YR 3 Phonic Group. 100% attain the pass	Phonic packs for Year 2 pupils/ Year 3	Screening of Year1,2,3	Phonic packs for Year 2 pupils/ Year 3 catch up	Screening of Year1,2,3 phonics	Phonic packs for Year 2 pupils/ Year 3 catch up	Testing of Year1,2,3 phonics groups

score (32+)	catch up (RC/AM) Scorecard created and updated each assessment cycle (RC/KJ)	phonics groups (RC)	(RC/AM) Parents' meetings re: Getting ready for phonic screening / booster support (RC/AM)	groups (RC)	(RC/AM)	(RC/KJ)
KS1 SATS EXS Attainment is => Nat R 74% W 65% M 73% Sc 82%	Targets set for all learners, focused against targets set. Progress from GLD to end of KS1 targets. (Teams) Meet the Teacher: initial sharing of expectations (Teams)	Parents meetings KS1 SATs (YW/AM)	Targets reviewed for all learners, focused against targets set. (Teams)	KS1 SATs packs(AM/YW)		Attainment data shared with the next class (Teams)
KS1 SATS GDS Attainment is => Nat R 24% W 13% M 18% Sc 12%	Scorecard created and updated each assessment cycle (RC/KJ)					

<p>KS2 SATS EXS</p> <p>Attainment is => Nat</p> <p>R 71%</p> <p>W 76%</p> <p>M 75%</p> <p>Sc 81%</p> <p>KS2 SATS GDS</p> <p>Attainment is => Nat</p> <p>R 19%</p> <p>W 15%</p> <p>M 17%</p> <p>Sc NA</p> <p>Attainment in KS2 RWM at least in line with national (>=61% and floor >= 65%)</p>	<p>Targets set for all learners, focused against targets set. (Teams)</p> <p>KS2 Booster sessions. Pupils and gaps identified (GS/EHT)</p> <p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p>	<p>Parents meetings</p> <p>KS2 SATs (GS/EHT)</p> <p>KS2 SATs packs(GS/EHT)</p>	<p>Targets reviewed for all learners, focused against targets set. (Teams)</p> <p>KS2 SATs packs(GS/EHT)</p>	<p>KS2 SATs packs(GS/EHT)</p>	<p>KS2 SATs packs(GS/EHT)</p>	<p>Transition booster non EXS (EHT)</p> <p>Attainment data shared with next class (Teams)</p>
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<p>PP Pupils make => progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2)</p> <p>SEN Pupils make => progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2)</p>	<p>PP and SEN registers updated and shared with all staff (KJ/RH)</p>	<p>Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)</p>	<p>IEPs and support review per class (RH)</p>	<p>Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)</p>	<p>IEPs and support review per class (RH)</p>	<p>Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)</p>
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EARLY YEARS PROVISION: QUALITY AND STANDARDS

Key issues to be addressed:

- At the end of the reception year: =>% of pupils achieve Nat GLD (69%)
- In Preschool, =>70% of children are working within the correct age band for their age.
- By Term 6, the best 2 observations per EYFS practitioner are 90% Good or better. 40% are Outstanding.
- All children have updated observations for all areas of learning.
- The EYFS has regular sessions as a unit (Reception and Preschool)

Summary

- Children make consistently good rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. Aspirational targets have been set for all children and as a whole group. This has led to an increase of a GLD in 2014 of 47% to a GLD of 74% in 2017. This is above national average. This increase is due to strategic target setting, support for staff, good CPD and effective monitoring of impact.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing. Due to low numbers of Pupil Premium children (there are only 2 PP children in Year R for example) it is hard to compare against national data averages. However, when making a comparison of FSM to non FSM, the data shows that good progress has been made by the FSM children from their starting points.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. The EYFS team at the school are fortunate to share resources across a Preschool and Reception class, enabling the development of an EYFS unit. Staff work closely together to share ideas and best practice. This is being further developed with peer observation and timetabled teaching slots across sites for example. Transition for children is exceptional due to this team work approach.
- Safeguarding is effective and there are no breaches of statutory welfare requirements. The EYFS Safeguarding falls under the same vigilant processes followed within the school. Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. All staff are trained annually and follow the School and EYFS policies which relate to the younger children of the setting.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. The EYFS team hold regular parents evening (3 a year), send home regular reports (3 in Reception Class and 4 in Preschool per year). The EYFS team have an open door policy and encourage a daily drop off and play session in order to settle the children well for their learning day and also share current learning with parents and carers. The team has purchased an online assessment programme, Tapestry, which will enable parents to make comments and add evidence of learning.

- A highly stimulating environment and good organisation of the curriculum provides rich, varied and imaginative experiences. The EYFS teams in both the Reception Class and Preschool have worked hard to create an environment which stimulates children's learning. The Preschool is a new setting, in place for 3 years, and has quickly grown to be an inviting and exciting environment for the children to spend their day. In the Reception Class the class teachers delegate well to the Nursery Nurse to lead on the outdoor environment, encouraging the children to further their learning independently.
- Teaching is of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. This has led to one of the EYFS staff acting as a Lead Practitioner within the LA for EYFS. Observations show Good to Outstanding provision within the Reception Class and Preschool. An external review resulted in the Reception Class rated as Outstanding and the Preschool as Good. This is supported by the annual visits made by the Local Authority.
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned and is based on rigorous and sharply focused assessments of children's achievement. EYFS staff keep highly detailed assessment using a package 'Tapestry'. These books contain evidence of achievement such as annotated and levelled work, photographs and comments made by the child. This formative assessment is then imputed into a summative record in order to track the children's progress. Regular pupil progress meetings are held to look at and discuss children progress and what support or challenge may be needed. These assessments have been moderated by the Local Authority and were deemed to be sound. EYFS staff have undertaken many CPD opportunities to ensure they are current in level attainment.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. In all observations made in the EYFS the behaviour of the children is rated as at least Good. This has been supported by the views of the parents of the EYFS children. The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. (Scorecard Data, Tapestry Data, Review Day 2017, Parent, Pupil and Staff Survey 2017)

Improvement Plan for Early Years

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
At the end of the reception year: =>% of pupils achieve Nat GLD (69%)	<p>All children have updated observations for all areas of learning and current level (reviewed each term)</p> <p>Parents given access to Tapestry to review and add observations.</p> <p>Children who are not working within age band are highlighted with intervention planned.</p>	<p>EYFS reports to parents.</p>	<p>Inclusion in School Review to give EYFS a grade.</p> <p>EYFS parents meeting.</p>	<p>EYFS reports to parents.</p>	<p>EYFS parents meeting.</p>	→				
In Preschool, =>70% of children are working within the correct age band for their age.										<p>EYFS final report to parents.</p> <p>GLD reported to parents for Reception children.</p>
By Term 6, the best 2 observations per EYFS practitioner are 90% Good or better. 40% are Outstanding.										
All children have updated observations for all areas of learning.										

The EYFS has regular sessions as a unit (Reception and Preschool)	EYFS parents meeting.					
	Peer Observations within EYFS team.					→
	Team teaching sessions planned for each term.					→



OUTCOMES FOR PUPILS

I will work hard towards my own personal target.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

I can expect my lessons to be fun and engaging, helping me to master the skills I need by the end of the year.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

I follow 'Get Ready to Learn' and try my best each day. I will be an active citizen within the school.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

I enjoy my 3I Curriculum sessions and am making good progress.

SCHOOL COUNCIL TARGET

I take a lead within my lessons and playtimes (friendship bench suggestion)